

**Reading for Information  
Grade 2  
Correlations to Virginia State Curriculum**

<b>Reading for Information Science Strand</b>	<b>Grade 2 Leveled Reader Titles</b>	<b>Virginia Science Standards</b>
Life Science	<ul style="list-style-type: none"> <li>• Plants Live and Grow</li> <li>• Plants: Alive and Growing</li> <li>• Plants: Living and Growing</li> </ul>	<p>Life Processes</p> <p>2.4 The student will investigate and understand that plants and animals undergo a series of orderly changes in their life styles. Key concepts include:</p> <ul style="list-style-type: none"> <li>b) flowering plants undergo many changes, from the formation of the flower to the development of the fruit.</li> </ul>
Earth Science	<ul style="list-style-type: none"> <li>• All about Soil</li> <li>• What Is Soil?</li> <li>• Facts about Soil</li> </ul>	<p><b>Grade 3 Standard</b></p> <p>Interrelationship in Earth/Space Systems</p> <p>3.7 The student will investigate and understand the major components of soil, its origin, and importance to plants and animals including humans. Key concepts include:</p> <ul style="list-style-type: none"> <li>a) soil provides the support and nutrients necessary for plant growth.</li> <li>b) topsoil is a natural product of subsoil and bedrock.</li> <li>c) rock, clay, silt, sand, and humus are components of soils.</li> <li>d) soil is a natural resource and should be conserved.</li> </ul>

Reading for Information Social Studies Strand	Grade 2 Leveled Reader Titles	Virginia Social Studies Standards
History	<ul style="list-style-type: none"> <li>• George Washington Carver</li> <li>• César Chávez</li> <li>• Sally Ride</li> </ul>	<p>2.11 The student will identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr. as Americans whose contributions improved the lives of other Americans.</p> <p>2.12 The student will understand that the United States is a land of people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.</p>
Geography	<ul style="list-style-type: none"> <li>• Where We Live</li> <li>• Where Do You Live?</li> <li>• Your Land, Your Home</li> </ul>	<p>2.3 The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population.</p>
Civics	<ul style="list-style-type: none"> <li>• We Need Rules and Laws</li> <li>• Rules and Laws</li> <li>• Following Laws and Rules</li> </ul>	<p><b>Grade 3 Standard</b></p> <p>3.10 The student will recognize why government is necessary in the classroom, school,, and community by:</p> <ul style="list-style-type: none"> <li>a) explaining the purpose of rules and laws.</li> <li>b) explaining the basic purposes of government are to make laws, carry out laws, and decide if laws have been broken.</li> <li>c) explaining that government protects the rights and property of individuals.</li> </ul>
Economics	<ul style="list-style-type: none"> <li>• Why Do We Need Money?</li> <li>• Money and Work</li> <li>• Making Money</li> </ul>	<p>2.8 The student will distinguish between the use of barter and money in the exchange for goods and services.</p>

**Reading for Information  
Grade 3  
Correlations to Virginia Content Standards**

<b>Reading for Information Science Strand</b>	<b>Grade 3 Leveled Reader Titles</b>	<b>Virginia Science Standards Covered in Program</b>
Life Science	<ul style="list-style-type: none"> <li>• Environments in Action</li> <li>• Ecosystems Everywhere!</li> <li>• Ecosystems</li> </ul>	<p><b>Living Systems</b> 3.6 The student will investigate and understand that environments support a diversity of plants and animals that share limited resources. Key concepts include:</p> <ul style="list-style-type: none"> <li>a) water-related environments (pond, marshland, swamp, stream, river, and ocean environments).</li> <li>b) dry-land environments (desert, grassland, rain forest, and forest environments).</li> <li>c) population and community.</li> </ul> <p><b>Grade 2 Standard</b> <b>Living Systems</b> 2.5 The student will investigate and understand that living things are part of a system. Key concepts include:</p> <ul style="list-style-type: none"> <li>a) living organisms are interdependent with their living and nonliving surroundings.</li> <li>b) habitats change over time due to many influences.</li> </ul> <p><b>Grade 4 Standard</b> <b>Living Systems</b> 4.5 The student will investigate and understand how plants and animals in an ecosystem interact with one another and the nonliving environment. Key concepts include:</p> <ul style="list-style-type: none"> <li>a) behavioral and structural adaptations.</li> <li>b) organization of communities.</li> <li>d) habitats and niches.</li> <li>e) life cycles.</li> <li>f) influence of human activity on ecosystems.</li> </ul>

<b>Reading for Information Science Strand</b>	<b>Grade 3 Leveled Reader Titles</b>	<b>Virginia Science Standards Covered in Program</b>
Earth Science	<ul style="list-style-type: none"> <li>• Objects in the Sky</li> <li>• Looking at Outer Space</li> <li>• Exploring Outer Space</li> </ul>	<p>Earth Patterns, Cycles, and Change</p> <p>3.8 The student will investigate and understand basic patterns and cycles occurring in nature. Key concepts include:</p> <ul style="list-style-type: none"> <li>a) patterns of natural events (day and night, seasonal changes, phases of the moon, and tides).</li> </ul> <p><b>Grade 4 Standard</b></p> <p>Earth Patterns, Cycles, and Change</p> <p>4.7 The student will investigate and understand the relationships among the Earth, moon, and sun. Key concepts include:</p> <ul style="list-style-type: none"> <li>a) the motions of the Earth, moon, and sun (revolution and rotation).</li> <li>b) the causes for the Earth’s seasons and phases of the moon.</li> <li>c) the relative size, position, age, and makeup of the Earth, moon, and sun.</li> <li>d) historical contributions in understanding the Earth-moon-sun system.</li> </ul>
Physical Science	<ul style="list-style-type: none"> <li>• Facts about Matter</li> <li>• Matter Matters</li> <li>• All about Matter</li> </ul>	<p>Matter</p> <p>3.3 The student will investigate and understand that objects are made of materials that can be described by their physical properties. Key concepts include:</p> <ul style="list-style-type: none"> <li>a) objects are made of one or more materials.</li> <li>b) materials are composed of parts that are too small to be seen without magnification.</li> <li>c) physical properties remain the same as the material is reduced in size.</li> </ul> <p><b>Grade 2 Standard</b></p> <p>Matter</p> <p>2.3 The student will investigate and understand basic properties of solids, liquids, and gases. Key concepts include:</p> <ul style="list-style-type: none"> <li>b) processes involved with changes in matter from one state to another (condensation, evaporation, melting, and freezing).</li> </ul>

<b>Reading for Information Social Studies Strand</b>	<b>Grade 3 Leveled Reader Titles</b>	<b>Virginia Social Studies Standards Covered in Program</b>
Civics	<ul style="list-style-type: none"> <li>• Your Rights and Duties</li> <li>• Good Citizens</li> <li>• Rights and Responsibilities</li> </ul>	<p><b>Grade 2 Standard</b>            2.10 The student will explain the responsibilities of a good citizen, with emphasis on:</p> <ul style="list-style-type: none"> <li>a) respecting and protecting the rights and property of others.</li> <li>b) taking part in the voting process when making classroom decisions.</li> <li>c) describing actions that can improve the school and community.</li> <li>d) demonstrating self-discipline and self-reliance.</li> <li>e) practicing honesty and trustworthiness.</li> </ul>
Economics	<ul style="list-style-type: none"> <li>• What We Need, What We Want</li> <li>• Needs and Wants</li> <li>• Making Choices</li> </ul>	<p>3.8 The student will recognize the concepts of specialization (being an expert on one job, product, or service) and interdependence (depending on others) in the production of goods and services (in ancient Greece, Rome, the West African Empire of Mali, and in the present).            3.9 The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).</p> <p><b>Grade 2 Standard</b>            2.9 The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.</p>
Geography	<ul style="list-style-type: none"> <li>• United States Landforms</li> <li>• Deserts and Coasts</li> <li>• Different Climates</li> </ul>	<p>3.6 The student will interpret geographic information from maps, tables, graphs, and charts.</p>
History	<ul style="list-style-type: none"> <li>• The Diné</li> <li>• The Yurok</li> <li>• The Nimi'ipuu</li> </ul>	<p><b>Grade 2 Standard</b>            2.2 The student will compare the lives and contributions of American Indians (First Americans), with emphasis on the Powhatan of the Eastern Woodlands, the Sioux of the Plains, and the Pueblo of the Southwest.</p>

**Reading for Information  
Grade 4  
Correlations to Virginia Content Standards**

<b>Reading for Information Science Strand</b>	<b>Grade 4 Leveled Reader Titles</b>	<b>Virginia Science Standards Covered in Program</b>
Life Science	<ul style="list-style-type: none"> <li>• Linking Living Things</li> <li>• Food Chains in Action</li> <li>• Food Chains and Food Webs</li> </ul>	<p>Living Systems 4.5 The student will investigate and understand how plants and animals in an ecosystem interact with one another and the nonliving environment. Key concepts include:</p> <ul style="list-style-type: none"> <li>c) flow of energy through food webs.</li> </ul> <p><b>Grade 3 Standard</b> Living Systems 3.5 The student will investigate and understand relationships among organisms in aquatic and terrestrial food chains. Key concepts include:</p> <ul style="list-style-type: none"> <li>a) producer, consumer, decomposer.</li> <li>b) herbivore, carnivore, omnivore.</li> <li>c) predation and prey.</li> </ul>
Earth Science	<ul style="list-style-type: none"> <li>• The Earth Beneath Your Feet</li> <li>• Our Changing Planet</li> <li>• Earth's Changing Surface</li> </ul>	<p><b>Grade 5 Standard</b> Earth Patterns, Cycles, and Change 5.7 The student will investigate and understand how the Earth's surface is constantly changing. Key concepts include:</p> <ul style="list-style-type: none"> <li>b) Earth history and fossil evidence.</li> <li>c) the basic structure of the Earth's interior.</li> <li>d) plate tectonics (earthquakes and volcanoes.</li> <li>e) weathering and erosion.</li> </ul>

<b>Reading for Information Science Strand</b>	<b>Grade 4 Leveled Reader Titles</b>	<b>Virginia Science Standards Covered in Program</b>
Physical Science	<ul style="list-style-type: none"> <li>• It's Shocking!</li> <li>• Power It Up!</li> <li>• What Is Electricity?</li> </ul>	<p>Force, Motion, and Energy</p> <p>4.3 The student will investigate and understand characteristics of electricity. Key concepts include:</p> <ul style="list-style-type: none"> <li>a) conductors and insulators.</li> <li>b) basic circuits (open/closed, parallel/series).</li> <li>c) static electricity.</li> <li>d) the ability of electrical energy to be transformed into heat, light, and mechanical energy.</li> </ul>

Reading for Information Social Studies Strand	Grade 4 Leveled Reader Titles	Virginia Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> <li>• What's Out West?</li> <li>• Go West!</li> <li>• Westward Expansion</li> </ul>	<p>Virginia Studies            VS.6. The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation by:</p> <ul style="list-style-type: none"> <li>c) explaining the influence of geography on the migration of Virginians into western territories.</li> </ul> <p>United States History to 1877            USI.8. The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by:</p> <ul style="list-style-type: none"> <li>a) describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California.</li> <li>b) identifying the geographic and economic factors that influenced the westward movement of settlers.</li> </ul> <p>Virginia and United States History            VUS.6. The student will demonstrate knowledge of the major events during the first half of the nineteenth century by:</p> <ul style="list-style-type: none"> <li>a) identifying the economic, political, and geographic factors that led to territorial expansion and its impact on the American Indian (First Americans).</li> </ul>



Reading for Information Social Studies Strand	Grade 4 Leveled Reader Titles	Virginia Social Studies Standards Covered in Program
Geography	<ul style="list-style-type: none"> <li>• Regions of the United States</li> <li>• Land in the United States</li> <li>• Living in the United States</li> </ul>	<p>Virginia Studies</p> <p>VS.2. The student will demonstrate knowledge of the geography and early inhabitants of Virginia by:</p> <ul style="list-style-type: none"> <li>b) locating and describing Virginia’s Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau.</li> <li>c) locating and identifying water features important to the early history of Virginia (Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River, and Rappahannock River).</li> </ul> <p>United States History to 1877</p> <p>USI.2. The student will use maps, globes, photographs, pictures, and tables to:</p> <ul style="list-style-type: none"> <li>b) locate and describe the location of geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range.</li> <li>c) locate and identify the water features important to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grade, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico.</li> </ul>

Reading for Information Social Studies Strand	Grade 4 Leveled Reader Titles	Virginia Social Studies Standards Covered in Program
Civics	<ul style="list-style-type: none"> <li>• Our Government</li> <li>• By the People, For the People</li> <li>• Our Democracy</li> </ul>	<p>Civics and Economics</p> <p>CE.2. The student will demonstrate knowledge of the foundations of American constitutional government by:</p> <ul style="list-style-type: none"> <li>a) explaining the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government.</li> <li>b) explaining the significance of the charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, the Virginia Statue for Religious Freedom, and the Constitution of the United States, including the Bill of Rights.</li> <li>c) identifying the purposes for the Constitution of the United States as they are stated in its preamble.</li> </ul> <p>Virginia and United States History</p> <p>VUS.5. The student will demonstrate knowledge of the issues in the creation and ratification of the Constitution of the United States and how the principles of limited government, consent of the governed, and the social contract are embodied in it by:</p> <ul style="list-style-type: none"> <li>a) explaining the origins of the Constitution, including the Articles of Confederation.</li> <li>b) identifying the major compromises necessary to produce the Constitution, and the roles of James Madison and George Washington.</li> <li>c) describing the conflict over ratification, including the Bill of Rights and the arguments of the Federalists and Anti-Federalists.</li> </ul>

<b>Reading for Information Social Studies Strand</b>	<b>Grade 4 Leveled Reader Titles</b>	<b>Virginia Social Studies Standards Covered in Program</b>
Economics	<ul style="list-style-type: none"> <li>• Where We Live, Where We Work</li> <li>• Working in America</li> <li>• The World's Economy</li> </ul>	<p>Civics and Economics</p> <p>EC.10. The student will demonstrate knowledge of the structure and operation of the United States economy by:</p> <ul style="list-style-type: none"> <li>b) explaining the circular flow that shows how consumers (households), businesses (producers), and market interact.</li> <li>d) examining the relationship of Virginia and the United States to the global economy, with emphasis on the impact of technological innovations.</li> </ul>

**Reading for Information  
Grade 5  
Correlations to Virginia Content Standards**

<b>Reading for Information Science Strand</b>	<b>Grade 5 Leveled Reader Titles</b>	<b>Virginia Science Standards Covered in Program</b>
Life Science	<ul style="list-style-type: none"> <li>• Your Body at Work</li> <li>• The Human Body</li> <li>• Your Body: A Complex Machine</li> </ul>	<p>Living Systems 5.5 The student will investigate and understand that organisms are made of cells and have distinguishing characteristics. Key concepts include:</p> <ul style="list-style-type: none"> <li>a) basic cell structures and functions.</li> </ul>
Earth Science	<ul style="list-style-type: none"> <li>• Earth and Its Neighbors</li> <li>• Our Solar System</li> <li>• Exploring Our Solar System</li> </ul>	<p><b>Grade 4 Standard</b> Earth Patterns, Cycles, and Change 4.7 The student will investigate and understand the relationships among the Earth, moon, and sun. Key concepts include:</p> <ul style="list-style-type: none"> <li>a) the motions of the Earth, moon, and sun (revolution and rotation).</li> <li>b) the causes for the Earth’s seasons and phases of the moon.</li> <li>c) the relative size, position, age, and makeup of the Earth, moon, and sun.</li> <li>d) historical contributions in understanding the Earth-moon-sun system.</li> </ul> <p><b>Grade 6 Standard</b> Interrelationships in Earth/Space Systems 6.8 The student will investigate and understand the organization of the solar system and the relationships among the various bodies that comprise it. Key concepts include:</p> <ul style="list-style-type: none"> <li>a) the sun, moon, Earth, other planets and their moons, meteors, asteroids, and comets.</li> <li>b) relative size of and distance between planets.</li> <li>d) revolution and rotation.</li> <li>e) the mechanics of day and night and the phases of the moon.</li> <li>g) the relationship of the Earth’s tilt and the seasons.</li> </ul>

<b>Reading for Information Science Strand</b>	<b>Grade 5 Leveled Reader Titles</b>	<b>Virginia Science Standards Covered in Program</b>
Physical Science	<ul style="list-style-type: none"> <li>• Making Matter Change</li> <li>• Changing Matter</li> <li>• Compounds and Mixtures</li> </ul>	<p>Matter</p> <p>5.4 The student will investigate and understand that matter is anything that has mass, takes up space, and occurs as a solid, liquid, or gas. Key concepts include:</p> <ul style="list-style-type: none"> <li>a) atoms, elements, molecules, and compounds.</li> <li>b) mixtures including solutions.</li> <li>c) the effect of heat on the states of matter.</li> </ul>

<b>Reading for Information Social Studies Strand</b>	<b>Grade 5 Leveled Reader Titles</b>	<b>Virginia Social Studies Standards Covered in Program</b>
History	<ul style="list-style-type: none"> <li>• The Plantation System</li> <li>• Slavery in Early America</li> <li>• From Plantations to Abolition</li> </ul>	<p>United States History to 1877</p> <p>USI.5. The student will demonstrate knowledge of the factors that shaped colonial America by:</p> <ul style="list-style-type: none"> <li>c) describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, indentured servants, and slaves.</li> </ul> <p>USI.8. The student will demonstrate knowledge of westward expansion and reform in American from 1801 to 1861 by:</p> <ul style="list-style-type: none"> <li>d) identifying the main ideas of the abolitionist and suffrage movements.</li> </ul>

<b>Reading for Information Social Studies Strand</b>	<b>Grade 5 Leveled Reader Titles</b>	<b>Virginia Social Studies Standards Covered in Program</b>
<p>Geography</p>	<ul style="list-style-type: none"> <li>• Geography and the Colonies</li> <li>• Settlement in Early America</li> <li>• People and the Environment</li> </ul>	<p>Virginia Studies</p> <p>VS.2. The student will demonstrate knowledge of the geography and early inhabitants of Virginia by:</p> <ul style="list-style-type: none"> <li>a) locating Virginia and its bordering states on maps of the United States.</li> <li>c) locating and identifying water features important to the early history of Virginia (Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River, and Rappahannock River).</li> </ul> <p>VS.3. The student will demonstrate knowledge of the first permanent English settlement in America by:</p> <ul style="list-style-type: none"> <li>a) explaining the reasons for English colonization.</li> </ul> <p>United States History to 1877</p> <p>USI.5. The student will demonstrate knowledge of the factors that shaped colonial America by:</p> <ul style="list-style-type: none"> <li>a) describing the religious and economic events and conditions that led to the colonization of America.</li> <li>b) comparing and contrasting life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment.</li> </ul>

<p>Civics</p>	<ul style="list-style-type: none"> <li>• Your American Government</li> <li>• Crafting the Constitution</li> <li>• How a Bill Becomes a Law</li> </ul>	<p>Virginia Studies            VS.5. The student will demonstrate knowledge of the role of Virginia in the American Revolution by:</p> <ul style="list-style-type: none"> <li>a) identifying the reasons why the colonies went to war with England as expresses in the Declaration of Independence</li> </ul> <p>United States History to 1877            USI.7. The student will demonstrate knowledge of the challenges faced by the new nation by:</p> <ul style="list-style-type: none"> <li>b) identifying the basic principles of the new government established by the Constitution of the United States and the Bill of Rights.</li> </ul> <p>Civics and Economics            CE.2. The student will demonstrate knowledge of the foundations of American constitutional government by:</p> <ul style="list-style-type: none"> <li>b) explaining the significance of the charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, the Virginia Statue for Religious Freedom, and the Constitution of the United States, including the Bill of Rights.</li> </ul> <p>CE.6. The student will demonstrate knowledge of the American constitutional government by:</p> <ul style="list-style-type: none"> <li>a) explaining the relationship of state governments to the national government in the federal system.</li> <li>b) describing the structure and powers of local, state, and national governments.</li> <li>c) explaining the principle of separation of powers and the operation of checks and balances.</li> </ul>
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Reading for Information Social Studies Strand	Grade 5 Leveled Reader Titles	Virginia Social Studies Standards Covered in Program
Economics	<ul style="list-style-type: none"> <li>• Colonial American Trade</li> <li>• Colonial American Economics</li> <li>• Economic Choices in Early America</li> </ul>	<p>Virginia Studies</p> <p>VS.4. The student will demonstrate knowledge of life in the Virginia colony by:</p> <ul style="list-style-type: none"> <li>a) explaining the importance of agricultural and its influence on the institution of slavery.</li> <li>b) describing how European (English, Scotch-Irish, German) immigrants, Africans, and American Indians (First Americans) influenced the cultural landscape and changed the relationship between the Virginia colony and England.</li> <li>d) describe how money, barter, and credit were used.</li> </ul> <p>United States History to 1877</p> <p>USI.5. The student will demonstrate knowledge of the factors that shaped colonial America by:</p> <ul style="list-style-type: none"> <li>d) identifying political and economic relationships between the colonies and England.</li> </ul>



**Reading for Information  
Grade 6  
Correlations to Virginia Content Standards**

<b>Reading for Information Science Strand</b>	<b>Grade 6 Leveled Reader Titles</b>	<b>Virginia Science Standards Covered in Program</b>
Life Science	<ul style="list-style-type: none"> <li>• Organizing Living Things</li> <li>• The Classification System</li> <li>• Classifying Living Things</li> </ul>	<p><b>Grade 5 Standard</b> Living Systems</p> <p>5.5 The student will investigate and understand that organisms are made of cells and have distinguishing characteristics. Key concepts include:</p> <ul style="list-style-type: none"> <li>b) kingdoms of living things.</li> <li>c) vascular and nonvascular plants.</li> <li>d) vertebrates and invertebrates.</li> </ul>
Earth Science	<ul style="list-style-type: none"> <li>• Earth's Resources</li> <li>• Understanding Natural Resources</li> <li>• Using Natural Resources</li> </ul>	<p>Force, Motion, and Energy</p> <p>6.2 The student will investigate and understand basic sources of energy, their origin, transformations, and uses. Key concepts include:</p> <ul style="list-style-type: none"> <li>c) nonrenewable energy sources (fossil fuels including petroleum, natural gas, and coal).</li> <li>d) renewable energy sources (wood, wind, hydro, geothermal, tidal, and solar).</li> </ul> <p>Resources</p> <p>6.9 The student will investigate and understand public policy decisions relating to the environment. Key concepts include:</p> <ul style="list-style-type: none"> <li>a) management of renewable resources (water, air, soil, plant life, animal life).</li> <li>b) management of nonrenewable resources (coal, oil, natural gas, nuclear power, mineral resources).</li> <li>c) the mitigation of land-use and environmental hazards through preventive measures.</li> <li>d) cost/benefit tradeoffs in conservation policies.</li> </ul>

<b>Reading for Information Science Strand</b>	<b>Grade 6 Leveled Reader Titles</b>	<b>Virginia Science Standards Covered in Program</b>
Physical Science	<ul style="list-style-type: none"> <li>• Heating Up</li> <li>• Heat Around Us</li> <li>• Understanding Heat</li> </ul>	<p>Force, Motion, and Energy</p> <p>6.2 The student will investigate and understand basic sources of energy, their origin, transformations, and uses. Key concepts include:</p> <p style="padding-left: 40px;">e) energy transformations (heat/light to mechanical, chemical, and electrical energy).</p> <p>6.3 The student will investigate and understand the role of solar energy in driving most natural processes within the atmosphere, the hydrosphere, and on the Earth’s surface. Key concepts include:</p> <p style="padding-left: 40px;">b) the role of radiation and convection in the distribution of energy.</p>

Reading for Information Social Studies Strand	Grade 6 Leveled Reader Titles	Virginia Social Studies Standards Covered in Program
History	<ul style="list-style-type: none"> <li>• Egypt Long Ago</li> <li>• Ancient China</li> <li>• Ancient Greece</li> </ul>	<p>World History and Geography to 1500 A.D.</p> <p>WHI.3. The student will demonstrate knowledge of ancient river valley civilizations, including Egypt, Mesopotamia, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and Kush, by:</p> <ul style="list-style-type: none"> <li>a) locating these civilizations in time and place.</li> <li>c) explaining the development of religious traditions.</li> <li>e) explaining the development of language and writing.</li> </ul> <p>WHI.4. The student will demonstrate knowledge of the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by:</p> <ul style="list-style-type: none"> <li>e) describing China, with emphasis on the development of an empire and the construction of the Great Wall.</li> </ul> <p>WHI.5. The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by:</p> <ul style="list-style-type: none"> <li>a) assessing the influence of geography on Greek economy, social, and political development, including the impact of Greek commerce and colonies.</li> <li>f) citing contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle.</li> <li>g) Explaining the conquest of Greece by Macedonia and the spread of Hellenistic culture by Alexander the Great.</li> </ul>

<b>Reading for Information Social Studies Strand</b>	<b>Grade 6 Leveled Reader Titles</b>	<b>Virginia Social Studies Standards Covered in Program</b>
<p>Geography</p>	<ul style="list-style-type: none"> <li>• The Life-Giving Nile</li> <li>• Life in Africa and Arabia</li> <li>• Empires of the Americas</li> </ul>	<p>World History and Geography to 1500 A.D.                      WHI.11. The student will demonstrate knowledge of major civilizations of the Western Hemisphere, including the Mayan, Aztec, and Incan, by:</p> <ul style="list-style-type: none"> <li>a) describing geographic relationship, with emphasis on patterns of development in terms of climate and physical features.</li> <li>b) Describing cultural patterns and political and economic structures.</li> </ul> <p>World Geography                      WG.2. The student will analyze how selected physical and ecological processes shape the Earth's surface by:</p> <ul style="list-style-type: none"> <li>a) identifying regional climatic patterns and weather phenomena and their effects on people and places.</li> <li>b) Describing how humans influence the environment and are influenced by it.</li> </ul> <p>WG.3. The student will apply the concept of a region by:</p> <ul style="list-style-type: none"> <li>a) explaining how characteristics of regions have led to regional labels.</li> <li>b) Explaining how regional landscapes reflect cultural characteristics of their inhabitants.</li> <li>c) Analyzing how cultural characteristics, including the world's major languages and religions, link or divide regions.</li> </ul>
<p>Civics</p>	<ul style="list-style-type: none"> <li>• Government in Action</li> <li>• Global Relationships</li> <li>• Yugoslavia: A Changing Nation</li> </ul>	<p>World Geography                      WG.9. The student will analyze the global patterns and networks of economic interdependence by:</p> <ul style="list-style-type: none"> <li>a) identifying criteria that influence economic activities.</li> <li>b) Explaining comparative advantage and its relationship to international trade.</li> <li>c) Describing ways that economic and social interactions have changed over time.</li> </ul>

<b>Reading for Information Social Studies Strand</b>	<b>Grade 6 Leveled Reader Titles</b>	<b>Virginia Social Studies Standards Covered in Program</b>
Economics	<ul style="list-style-type: none"> <li>• Changing Economies</li> <li>• Economies Around the World</li> <li>• Many Economies, One World</li> </ul>	<p>Civics and Economics</p> <p>CE.9. The student will demonstrate knowledge of how economic decisions are made in the marketplace by:</p> <ul style="list-style-type: none"> <li>a) applying the concepts of scarcity, resources choice, opportunity cost, price, incentives, supply and demand, production, and consumption.</li> <li>b) comparing the differences among free market, command, and mixed economies.</li> <li>c) describing the characteristics of the United States economy, including free markets, private property, profit, and competition.</li> </ul>